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ABSTRACT

The cable television channels A&E and the History Channel (and their Web sites) offer an array of creative ideas developed by teachers who understand teachers' busy schedules. This booklet provides supplementary content for A&E and History Channel programs along with correlation links to the national standards, grade level guidelines, discussion questions, activities, a vocabulary list, and resources listing Web sites and reading materials. The booklet is divided into two parts: A&E Teacher's Guides and the History Channel Teacher's Guides. The A&E Teacher's Guides consist of the following units: "Gorillas"; "Ape Man"; "Victoria and Albert"; and "Dizzy Gillespie." The History Channel Teacher's Guides consist of these units: "The World Trade Center"; "American Classics"; "Save Our History: Live from Jamestown"; and "Save Our History: USS Arizona." In addition, the booklet provides teaching ideas authored by classroom teachers. (BT)

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ED 464 877

Gorillas.

The Idea Book for Educators
Spring 2002

Libby Haight O'Connell, Editor

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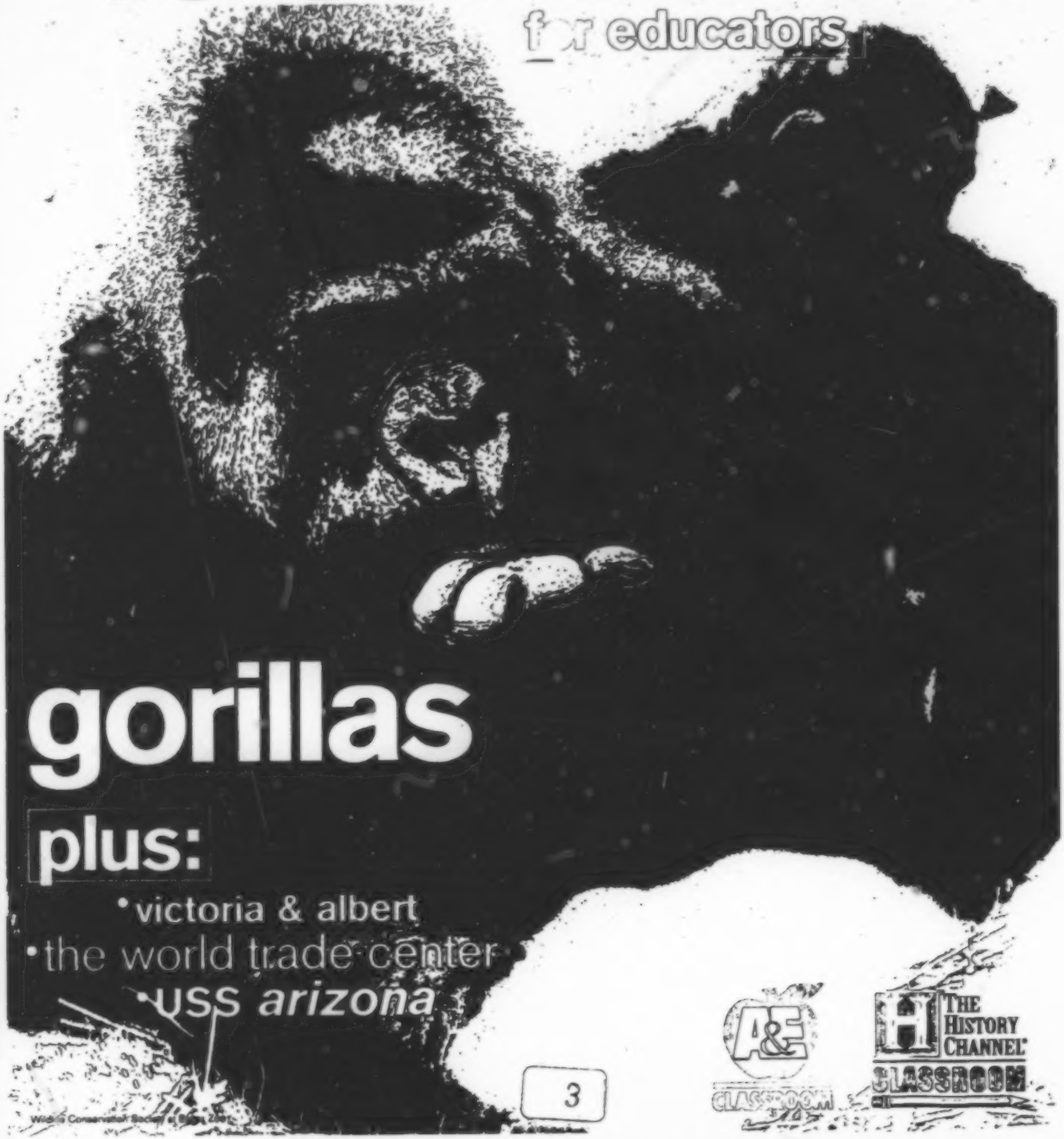
A&E and The History Channel in Your Classroom

idea book™

for educators



gorillas

plus:

- victoria & albert
- the world trade center
- USS *arizona*

A&E CLASSROOM

THE HISTORY CHANNEL CLASSROOM

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The Idea Book for Educators is published twice a year by A&E Television Networks.

Does anyone have a crystal ball that I could borrow?

As I squint into the future of 2002, I see all sorts of changes and possibilities, but exactly where we'll end up—in the economy, in world affairs—is far too murky to discern from this vantage point. One thing I know for certain: schools and teachers will continue to bear enormous responsibility for the development of our nation's young people.

At A&E, The History Channel, our Web sites, and now our new digital networks, Biography and History International, we're offering an array of creative ideas for educators, developed by teachers who understand your crowded schedules. Our supplementary materials, with lots of rich content, link easily to your state's requirements. We can't bring about world peace, but we can help you develop the very best lessons in tolerance, civil rights, and creative expression. We can't guarantee a robust economy, but we have lots of suggestions for effective organization, group projects, and assessment.

This semester, for the first time, we're incorporating the eight-month planning guide into *The Idea Book* itself. We hope you like the new design featured here and on our Web sites. Whatever the future brings, we're here to help you handle new challenges in your classroom.

Libby H. O'Connell, Ph.D.
Vice President, Educational Initiatives

A&E classroom presents

Wildlife Conservation Society at Bronx Zoo

gorillas:
primal contact

airdates: premiering march 10 at 8pm/ET
and june 3-4 at 6am/ET

Gorillas: Primal Contact explores the evolution of the relationship between humans and gorillas, and inquires into our shared history with these giants of the African forest from the time our common ancestor first appeared on this planet. Created in association with the Wildlife Conservation Society, *Gorillas: Primal Contact* features a variety of field scientists who are working throughout central Africa, as well as the Congo Gorilla Forest at the Bronx Zoo.

for educators

AandE.com/class

national **standards**

This teacher's guide fulfills the following National Science Education Standards: Life Science (Regulation and behavior, Populations and ecosystems, Diversity and adaptations of organisms); Unifying Concepts and Processes (Evidence, models, and explanations, Form and function); Science as Inquiry; Science in Personal and Social Perspective (Populations, resources and environments, Risks and benefits, Science and technology in society); History and Nature of Science.

curriculum links

Gorillas: Primal Contact is suitable for high school students in life science and social studies classes. Sections of the documentary are suitable for elementary and middle school students.

warning to teachers

This documentary contains some disturbing images that may be inappropriate for young viewers. Please preview the entire documentary before showing it to your students.

discussionquestions

1. How do captive gonillas like Timmy help us understand the real story of gorillas and their relationship to humans over time? Describe the stages of Timmy's life.
2. The gorilla has been called "the bridge to our past." How do gorillas help humans define themselves? Describe the theory that explains how humans and gorillas evolved into separate species.
3. Gorillas from the western lowlands in the rain forest regions of the Congo River Basin look different from the gorillas that live across the mountain ranges of Uganda, Rwanda, and the Democratic Republic of Congo. How can the differences in these gorilla populations be explained?
4. Taxonomists and other scientists learn about animals from examining their skeletons. What can you learn about a gorilla from examining the bones in its back, legs, and hands?
5. Throughout Africa, it is illegal to kill gorillas. Why are gorillas still being killed?

ⓘ For additional questions visit us online at AandE.com/class

activities

previewing activity

Have students locate the countries of central Africa, especially Rwanda and the Democratic Republic of Congo (former Zaire), the Congo River, and the rain forest regions of the Congo River Basin on a map. Digital maps appear throughout the documentary to help orient your students.

viewing activity

Ask your students to think about the following question as they watch the documentary: *Why are gorillas endangered?* As they watch, have students create a list of reasons why the gorillas are endangered. After the class has viewed the documentary, ask students to review their notes in small groups. As a class, create a list of reasons why gorillas are endangered.

extended activities

What if human beings were on exhibit for the benefit of gorillas? Ask your students to imagine this reversed scenario. Have them design a museum or zoo exhibit displaying human beings.

ⓘ For additional activities visit us online at AandE.com/class

vocabulary

adaptation ▯ (n.) the changing of a body part or behavior that helps an animal or plant survive in a particular environment

ancestor ▯ (n.) a living thing, either known or thought to exist, from which later living things evolved

endangered ▯ (adj.) in danger of dying out

evolve ▯ (v.) to gradually change

field study ▯ (n.) the firsthand observation of a subject in its natural environment

habitat ▯ (n.) the natural environment where an animal lives and grows

primate ▯ (n.) a member of the group of mammals that includes monkeys, apes, and humans

rain forest ▯ (n.) a dense forest in a tropical region with a rainfall of at least 80 inches each year

taxonomy ▯ (n.) the science of classifying living things into special groups based on shared characteristics

tourism ▯ (n.) the business of providing tours and services to travelers

resources

websites&books

web sites

www.bigchalk.com
Search for "Congo Gorilla Forest," the Wildlife Conservation Society's virtual field trip to the African rain forest

www.wcs.org
The Wildlife Conservation Society

www.amnh.org
The American Museum of Natural History

www.gorilla.org
The Gorilla Foundation

www.ran.org
The Rain Forest Action Network

books

Baily, Jill, and Alan Baker (Illustrator). *Gorilla Rescue*. Austin, T.X.: Raintree Steck-Vaughn, 1992.

Fossey, Dian. *Gorillas in the Mist*. New York: Houghton Mifflin, 2000.

Lyttle, Jeff. *Gorillas in Our Midst: The Story of the Columbus Zoo Gorillas*. Columbus: Ohio State University Press, 1997.

Schaller, George. *The Year of the Gorilla*. Chicago: University of Chicago Press, 1988.

Weber, Bill, and Amy Vedder. *In the Kingdom of Gorillas: Fragile Species in a Dangerous Land*. New York: Simon & Schuster, 2001.

A&E **classroom** presents

ape man: giant strides

airdate: may 29

(tune in for part I, may 28; part III, may 30; part IV, may 31)

Ape Man is the definitive account of how humans evolved from primates to become the dominant species on Earth. From the extinction of the dinosaurs to the invention of fire, from the development of language to the link between our furry ancestors and modern Homo sapiens, this vivid journey tells a towering story. Featuring the latest scientific evidence, *Ape Man* travels seven million years back in time to uncover the world of humankind's oldest ancestor.

curriculum guide for educators

AandE.com/class

national **standards**

Ape Man: Giant Strides meets the following National Science Education Standards: Life Science (Structure and function in living systems, Regulation and behavior, Diversity and adaptations of organisms).

curriculum links

Ape Man: Giant Strides is suitable for middle and high school students in life sciences and social studies classes.

discussionquestions

1. One of the key clues to human advancement is the creation of art. Why is art so important to the puzzle of evolution?
2. The discovery of mitochondrial DNA present in all human beings led to the hypothesis of a "Mitochondrial Eve," a woman in Africa from whom all humankind has descended. This discovery upset many anthropologists and archeologists. Why did the theory of "Mitochondrial Eve" cause such controversy?
3. While we may consider bipedalism (walking on two feet) a superior form of locomotion, anthropologists suggest that it is a compromise. Why makes bipedalism a compromise? What was gained by walking upright? What was lost?
4. Bipedalism is considered the first stage of the development of the modern human being. What prompted the first hominids to walk upright instead of using their hands for locomotion the way primates do?
5. While humankind evolved in Africa, evidence of early human beings has been found in other areas of the world. How and why did humankind spread out across the world?
6. Today we cannot even imagine our lives without fire. We use it to cook our food, heat ourselves, and create tools and for thousands of other applications. How did the discovery of how to create and use fire contribute to humankind's eventual domination of the earth?
7. The discovery of mitochondrial DNA proves that all human beings are genetically the same, and that racial features are only superficial. How do you expect (or hope) this discovery will affect race relations in our society in the future?

activities

1. Create a poster illustrating some of the tools early human beings might have used and how they used them.

2. In order to understand the differences between primates and other animals, try not to use your thumbs for a short time while performing your everyday activities. What did you discover? How do those two small digits separate primates from the rest of the animal kingdom?

vocabulary

adaptation ▯ (*n.*) the changing of a body part or behavior that helps an animal or plant survive in a particular environment

archaic ▯ (adj.) of or related to an early period; dated

desiccation ▯ (*n.*) thorough drying; drought

dismemberment ▯ (*n.*) the cutting, tearing, or pulling apart of a body

dissipation ▯ (*n.*) the act of dispersing or reducing

encroach ▯ (v.) to advance past existing or proper limits

habitat ▯ (n.) the natural environment where an animal lives and grows

litany ▯ (n.) a series of similar or repetitive items or ideas

mitochrondrial ▯ (adj.) of or relating to the portion of living cells that converts food to usable energy

Neanderthal ▯ (n.) an extinct species or race of prehistoric humans

obstetrics ▯ (n.) the branch of medicine that deals with the care of women during pregnancy, childbirth, and the time immediately following

orthopedics ▯ (n.) the branch of medicine that deals with bones, joints, and related muscles

relentless ▯ (adj.) persistent and steady

subservient ▯ (adj.) under the rule or order of another

vulnerable ▯ (adj.) open to harm or injury

[illegible] for educators

AandE.com/class

resources

websites&books

web sites

http://www.ucmp.berkeley.edu/history/evolution.html
A history of evolutionary thought sponsored by the University of California at Berkeley

http://www.pbs.org/wgbh/aso/tryit/evolution
Public Broadcasting Service's Human Evolution Web site

http://www.becominghuman.org
Arizona State University Web site with a digital documentary

books

Diamond, Jared M., *The Third Chimpanzee: The Evolution and Future of the Human Animal.* New York: Harper Trade, 1992.

A&E classroom presents

victoria and albert

airdates: premiering march 11-14

Queen Victoria reigned over the British Empire for nearly sixty-four years, returning dignity and popularity to the British crown. Victoria assumed the crown in 1837, an inexperienced and seemingly unqualified girl of eighteen. For most of her life, Victoria had been controlled by her mother, with whom her relationship was very strained. Victoria married her cousin, Prince Albert of Germany, and quickly grew deeply devoted to him. Following the ouster of her first prime minister, Lord Melville, Victoria also became heavily dependent upon Albert as an advisor. The Queen often referred to her husband as "king in everything but name." This story of Victoria and Albert's life together traces their evolving relationship within the context of a modernizing British civilization.

national **standards**

Victoria and Albert fulfills the following Standards for the English Language Arts: Standards 1, 3, 5, 7.

curriculum links

Victoria and Albert is suitable for high school students in European history and literature classes.

discussionquestions

Relationships, and how they change over time, are major themes of *Victoria & Albert*. The following excerpts have been chosen as illuminations of these themes. Because of the length of this film, you may find it effective to use these short clips in class as focal points for discussion. Show each clip in class and then have students answer the accompanying questions, either as part of a class discussion or as a written exercise. (Set the counter on your VCR to 00:00 at the beginning of the film and follow the rough time codes given.)

part I

1. **Opening scene** (about 00:00 to 02:30): On the basis of this scene, what do you imagine the relationship between Victoria and Albert to be? What kind of person do you think Victoria is? Explain your answers, using specific details, actions, and words from the film to support your position.

2. **Victoria and Albert** (about 02:45 to 05:15): Does this encounter between Victoria and Albert confirm your answers to the questions about the previous scene? Explain. Do Victoria and Albert seem compatible in this scene?

3. **Encounter with King William** (about 14:30 to 22:00, beginning with the gathering at Windsor Castle): What does this scene tell you about Victoria's relationship with her mother? About King William's relationship with Victoria and with her mother? What does the final encounter between King William and his minister tell you about the state of the British monarchy at this moment in history?

guide for educators
AandE.com/class

part II

1. **Albert as advisor** (35:45 to 36:50): How does Victoria react to Albert's interference in state matters? What does her reaction reveal about the changes in Victoria and Albert's relationship? Do you think that Albert's feelings have changed? If so, how?

2. **Turning point** (41:15 to 47:00): This scene in many ways marks the turning point in Victoria and Albert's relationship. Explain what has happened to change Victoria's attitude toward Albert's participation in state affairs. How does their relationship as husband and wife overlap with their duties as heads of state?

① For additional questions visit us online at AandE.com/class

activities

1. **Reporter for the Victorian Age.** This film shows us a very narrow view of life in Victorian England, namely the privileged existence of the royal family. Have your students do additional research on life in London during the Victorian Age (1837-1901), choosing one aspect or event that you would like to report on to your classmates. Have students write brief reports, as if they were a journalist writing articles for the newspaper, that describe this event or this aspect of Victorian England. When all members of the class have presented their reports, "publish" them together in a newspaper of the Victorian Age.

2. **Victorian Literature.** In her first encounter with Albert, Victoria praises the Romantic poet Lord Byron, and Albert subsequently gives her a copy of Byron's work. Queen Victoria also enjoyed the novels of Charles Dickens, who is considered one of the greatest writers of the Victorian era. Have students find and read poems or novels by authors or poets of the Victorian era and write short reports explaining how this work is or is not a good representation of the character of Victorian life, as shown in the film. Ask students to cite specific examples from the works that they have read.

① For additional activities visit us online at AandE.com/class

vocabulary

accession ▯ (n.) the act of assuming high office or a position of power

coronation ▯ (n.) the act of crowning a ruler, as in a king or queen

industrialization ▯ (n.) the development of industries or manufacturing

monarchy ▯ (n.) a government characterized by rule by a hereditary ruler such as a king or queen

Romanticism ▯ (n.) a literary and artistic movement characterized by an emphasis on the imagination and emotions

Victorian ▯ (adj.) of or relating to the standards of conduct associated with the rule of Queen Victoria, usually considered stuffy or prudish

resources

websites&books

web sites

www.victorianweb.org
The Victorian Web, a resource on the Victorian Era from Brown University

books

Kirwan, Anna. Victoria, *May Blossom of Britannia*, England 1829. New York: Scholastic, 2001.

Vallone, Lynne. *Becoming Victoria*. New Haven, CT: Yale University Press, 2001.

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A&E **classroom** presents

dizzy gillespie

the life and music of John Birks Gillespie

airdates: **february 4-5**

A true artistic genius of the twentieth century, Dizzy Gillespie revolutionized music and was one of the originators of bebop. Born in the rural South, Dizzy Gillespie became a mainstay in the jazz clubs of New York and an American icon. Musicians today still pay homage to the master trumpeter, whose innovative phrasing remains as fresh and original as it did a half century ago.

arts in action for educators

AandE.com/class

national **standards**

This teacher's guide fulfills the following National Standards for History for grades 5–12: Chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues-analysis and decision-making for Eras 8, 9 and 10.

curriculum links

Dizzy Gillespie: The Life and Music of John Birks Gillespie would be useful for middle and high school students in American history, African American history, American culture, and music classes.

discussionquestions

1. The narrator, Harry Smith, refers to Dizzy Gillespie as "the Edison of Jazz." What does he mean by this? Why is this a compliment to Gillespie?
2. Dizzy Gillespie was born in the rural South in the second decade of the twentieth century. Describe this world. How did Gillespie's race affect his childhood?
3. Gillespie's family migrated north during the great African American migration. What was this migration? Why and when did it occur? How did it affect the history of the United States?
4. Gillespie, like most other jazz musicians of his era, started his career playing swing. What was swing music? When was it popular? How did it define its era? What were its characteristics?
5. What did the city of Philadelphia offer the young musician?
6. Dizzy Gillespie's real name was John Birks Gillespie. How did he get the name Dizzy?
7. Why did Gillespie move to New York in 1937? To which area of the city did he move? What is the relevance of this area in American history and culture?
8. Charlie "Bird" Parker was a contemporary of Dizzy Gillespie's. How did they influence each other?
9. Dizzy Gillespie and Charlie "Bird" Parker invented bebop. What is bebop? How is it different from earlier forms of jazz?

ⓘ For additional questions visit us online at AandE.com/class

activities

1. Go to http://www.pbs.org/jazz/biography/artist_id_gillespie_dizzy.htm and listen to some of Dizzy Gillespie's recordings. Describe the music and your reaction to it.
2. Research the great migration and create a poster illustrating some of its major events, destinations and influences.
3. Create a mobile displaying some of the great jazz musicians of the twentieth century.

vocabulary

vicissitude ▯ one of the sudden or unexpected changes or shifts often encountered in one's life, activities, or surroundings. Experiencing want or need; impoverished. Splendid or dazzling in appearance; brilliant

assimilate ▯ to absorb into the prevailing culture

harmonic. ▯ any of a series of musical tones whose frequencies are integral multiples of the frequency of a fundamental tone

fusion ▯ music that blends jazz elements and the heavy repetitive rhythms of rock

metaphysical ▯ highly abstract or theoretical. Skill or knowledge in a particular area

aspire ▯ to have a great ambition or ultimate goal; desire strongly

collaboration ▯ to work together, especially in a joint intellectual effort. Thoroughgoing; far-reaching

innovation ▯ the act of introducing something new

emulate ▯ to strive to equal or excel, especially through imitation

improvise ▯ to play or sing (music) extemporaneously, especially by inventing variations on a melody or creating new melodies in accordance with a set progression of chords

consummate ▯ supremely accomplished or skilled

resources

websites&books

web sites

http://www.pbs.org/jazz/biography/artist_id_gillespie_dizzy.htm
Compiled by the Public Broadcasting Service, this site offers audio samples and links to other sites featuring the titans of jazz

books

Owens, Thomas. *Bebop: The Music and Its Players.*
New York: Oxford University Press, 1995.

Shipton, Alyn. *Groovin' High: The Life of Dizzy Gillespie.*
New York: Oxford University Press, 1999.

ideas from our teachers

for educators

AandE.com/class

Selecting the award winners for the **Ideas Contest** gets more difficult each semester, as an increasing number of teachers send in remarkable examples of their creative use of a variety of media in their classrooms. This season we were particularly impressed by the high percentage of "special needs" teachers. Our winners represent classrooms all along the educational spectrum.

"Show Me the Gold!"

Joyce Riemersma teaches gifted students at Bear Lake Elementary School and Forest City Elementary School in Apopka, FL, for grades 1 through 5. In her project, "Show Me the Gold!" Joyce used The History Channel documentaries to introduce subjects ranging from the explorations for gold to entrepreneurship and the law of supply and demand. The students examined gold rushes throughout history and throughout the world, comparing the positive and negative effects. The interdisciplinary unit emphasized research skills, decision-making exercises, and hands-on activities. Joyce also encouraged roleplaying and oral PowerPoint presentations. Videos included The History Channel's *Gold!* and *Modern Marvels: Transcontinental Railroad*, and A&E's *California and the Dream Seekers*.

For her creative idea, Joyce Riemersma will receive a $500 grant from The History Channel. Bear Lake and Forest City Elementary Schools receive The History Channel and A&E thanks to Time Warner.

Journeys in Black History

Patricia Hellman-Reid teaches sixth through eighth graders at Mesa Detention Center in Mesa, AZ, a 24-hour lock down facility. Classes end at 3 P.M. every weekday afternoon, but the personnel who supervised the young people in the evenings, weekends, and on holidays were looking for something educational that enhanced personal development. Patricia created a special supplemental unit, *Journeys in Black History and Literature*, combining books with The History Channel and A&E videos, plus the study guides available on our Web sites. Before viewing, students review the vocabulary words provided in the study guides, which helps enormously with comprehension. Patricia has identified more than 25 hours of pertinent programming and accompanying support materials available through A&E and The History Channel, including *The Underground Railroad, The Night Tulsa Burned,* and selections from BIOGRAPHY® such as *Jackie Robinson, Nelson Mandela,* and *Rosa Parks*.

For her creative idea, Patricia Hellman-Reid will receive a $500 grant from A&E. Mesa Detention Center receives A&E thanks to Cox Communications.

Teddy Roosevelt

Christina Donahue's eighth graders on Long Island participate in a variety of activities, ranging from writing a résumé to creating a public service announcement dedicated to conservation in their study of Teddy Roosevelt. Using the BIOGRAPHY program *Theodore Roosevelt: From Rough Rider to Rushmore* as one source of information, the students go online, examine primary sources, and even take a field trip to TR's home, Sagamore Hill in Oyster Bay, Long Island. Students also submit a short research paper, focused on one part of Roosevelt's multifaceted life, which Christina assigns individually. During class, each student gets a chance to play the role of Teddy Roosevelt being interviewed on his or her assigned topic.

For her creative idea, Christina Donahue will receive a $500 grant from A&E. Smithtown High School, receives A&E thanks to Cablevision.

Pensacola Remembers World War II

For the past several years, high school students in Pensacola have created a local history publication, based on oral history and research. This year, the high school students in this elective course focused on World War II veterans and the home front experience. Melinda Beckett, who teaches at Old Hometown School in Pensacola, FL, and works at Historic Pensacola Village, helped facilitate the young people's efforts in this combination of volunteer community service and history lesson. She used the *Save Our History™: National World War II Memorial* Manual as a resource, along with the recommended Web sites. Melinda also recommends The History Channel's *Dear Home: Letters from World War II* as an effective way to reach students of different ages and abilities. The publication created by her high school students is a testament to their hard work and to the amount that they learned as part of this program.

For her creative idea, Melinda Beckett will receive a $500 grant from The History Channel. Old Hometown School receives The History Channel thanks to Cox Communications.

A House Divided

Betsy Newmark's students from Fred J. Carnage Gifted and Talented Middle School in Raleigh, NC, study the Civil War by reading historical novels, watching excerpts from a variety of videos, studying primary sources, writing research papers, and even staging a mock trial of the commander of Andersonville Prison. Through the use of *Civil War Journal* and excerpts from *This Week in History: The First Impeachment*, this exciting but complicated era comes to life for the students. Finally, the class participates in a "Quiz Bowl," where the contestants respond with buzzers. Betsy's very thorough materials were an inspiration to the judges!

For her creative idea, Betsy Newmark will receive a $500 grant from The History Channel. Fred J. Carnage Gifted and Talented Middle School receives The History Channel thanks to Time Warner Cable.

A&E and the Renaissance

Mary Jakubiak used short, age-appropriate selections from the BIOGRAPHY features on *Michelangelo, Leonardo da Vinci, Shakespeare,* and *Biography of the Millennium* to help her fifth graders at the Whitman School in Milwaukee, WI, grasp the wonders of the Renaissance. After a six-week unit on this fascinating era, in which the students read children's versions of Shakespeare's plays and other books in small groups, the class held a Renaissance Fair for all participants.

For her creative idea, Mary Jakubiak will receive a $500 grant from A&E. The Whitman School receives A&E thanks to Time Warner.

Writing Autobiographies

In a special unit on autobiographies, Robbi Pound's seventh-grade class in Ocean Springs, MS, reads excerpts from Frederick Douglass and from Harriet Jacob's narratives. Class members learn about primary sources, American slavery, and the first-person experience. In the voice of either Douglass, Jacob, or a character of their own invention, students write a one-page persuasive letter asking the president to support abolition. Other writing activities include creating a journal about escaping from slavery, and developing biographical profiles based on researching some of the excellent Web sites that feature African American history. The students then write their own autobiography. Viewing the BIOGRAPHY video of *Frederick Douglass* completes this unit.

Robbi Pound will receive a $500 grant from A&E. Nichols Junior High School receives A&E thanks to Cable One.

Who is on Mount Rushmore?

Karen Cisler's fifth and sixth graders at St. Anne's Catholic School in Manitowoc, WI, viewed *Modern Marvels: Carving Mount Rushmore* as an introduction to a three-part assignment combining language arts, social studies, and arts and crafts. In a persuasive essay, each student named four people he or she would choose to carve on Mount Rushmore and explained those choices. After presenting their essays to the class, student's each made a three-dimensional replica of the original Mount Rushmore, using clay, papier-mâché, Play-Doh, and similar materials. The third part was self-assessment, in which the students thoughtfully evaluated their own work.

For her creative idea, Karen Cisler will receive a $500 grant. St. Anne's Catholic School receives The History Channel from Charter Communications.

For official rules turn to page 21.

the history channel for educators
HistoryChannel.com/classroom

History**classroom** presents

the world trade center

airdate: premiering april 5

The History Channel produced this one-hour documentary in the spring and summer of 2001. While changes in the narration have been made since the disaster, this documentary is not about the terrorist attacks of September 11, 2001, nor is it about the rise of modern terrorism. Instead, it focuses on the design, engineering, and operational history of the Twin Towers. Tragically, several of the people interviewed were lost in the disaster. This teacher's guide is designed to contribute to your students' understanding of the September 11 attacks, and to encourage them to openly discuss their reactions to and ideas about recent events.

national **standards**

This teacher's guide fulfills the following National Standards for History for Grades 5–12 as developed by the National Center for History in the Schools: Historical Thinking Standards 2, 3, and 5 for United States History (Era 10, Standards 1 and 2).

curriculum links

The World Trade Center is suitable for middle and high school students in history, technology, and urban studies classes.

discussionquestions

1. John Tishman, the owner and proprietor of the World Trade Center, describes the Twin Towers as New York's "icon." What is an icon? Do you agree with Mr. Tishman's statement? Name two other icons of New York City.
2. What do you think the World Trade Center symbolized for the terrorists involved in the September 11, 2001, attacks? Why?
3. About 40,000 people worked in the World Trade Center on a daily basis. Have your students use an almanac or atlas to identify several towns with a population around that size. What would a small town have in common with the World Trade Center? How would it differ? What other structures made up the World Trade Center besides the Twin Towers?
4. The Operations Control Center is compared to the war room of a battleship. What are the strengths and weakness of this analogy?
5. The narrator points out three developments that made the creation of the skyscraper a possibility. What are these factors? Evaluate the importance of each. Where were people working before they were in offices? What caused this change of location for work?
6. Why did the New York Port Authority build the World Trade Center?
7. What is landfill? What problems did the construction face because the site was on landfill? What new engineering and construction techniques were used during the creation of the World Trade Center?
9. Who was the architect of the World Trade Center? What was ironic about this choice?
10. Research and describe the Trade Center bombing in 1993. What was learned from this event? Did those lessons help in 2001? Why or why not?

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calendar

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A 66 A.D.: The Last Revolt (2 Parts) 7/25-7/26 □
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Biography of the Year 2001 (2 Parts) 3/7-3/8 □○

C Cosmos: Solar Sail (2 Parts) 8/22 8/23

F Foot Soldier: The Egyptians 5/24 ○
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G Grand Tour, The: The Canadian Rockies 7/11
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H Heroes of Iwo Jima (2 Parts) 4/2-4/3 □○

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Q Quest for the Lost Tribe (2 Parts) 6/12-6/13 ○

S Sea Tales: The Halifax Explosion 7/12 □○
Shackleton (4parts) 8/5-8/8 □○

V Vanity Fair (6 Parts) 1/25, 1/28-2/1 □○
Victoria & Albert (4 Parts) 3/11-3/14 ○

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Program descriptions available at AandE.com/class

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World Trade Center, The 4/5 □○

□ = Video Available for Purchase at AandE.com or 800.708.1776
○ = Teacher's Guide Available at HistoryChannel.com/classroom

Program descriptions available at HistoryChannel.com/classroom

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history channel classroom calendar jan.-aug. 2002

january 2002

m	t	w	th	f
	Empires Of Industry: Wildcatters 1	Empires Of Industry: Battle For The Skies 2	Empires Of Industry: DuPont Dynasty 3	Modern Marvels: Lighthouses 4
Time Machine: Tora, Tora, Tora: The Real Story Of Pearl Harbor, Part 1 7	Time Machine: Tora, Tora, Tora: The Real Story Of Pearl Harbor, Part 2 8	Unsung Heroes: Pearl Harbor 9	Save Our History: USS Arizona 10	Great American History Quiz: The Presidents 11
American Classics: Defining A Nation 14	American Classics: America In Motion 15	American Classics: America Transformed 16	American Classics: The Pursuit Of Happiness 17	Great American History Quiz: Americans 18
Mr. Dreyfuss Goes To Washington, Part 1 21	Mr. Dreyfuss Goes To Washington, Part 2 22	Time Machine: Family Tree, Part 1 23	Time Machine: Family Tree, Part 2 24	Great American History Quiz: Modern Marvels 25
Civil War Combat: The Horse's Rear At Shiloh 28	Civil War Combat: The Bloody Lane At Antietam 29	Civil War Combat: The Wheatfield At Gettysburg 30	Civil War Combat: The Tragedy At Cold Harbor 31	

february 2002

m	t	w	th	f
				Great American History Quiz: Pursuit Of Happiness 1
Black Aviators: Flying Free 4	Ship Of Slaves: The Middle Passage 5	The Black Cowboys 6	America's Black Warriors: Two Wars To Win 7	Harlem Hellfighters 8
History: At Year's End, Part 1 11	History: At Year's End, Part 2 12	Modern Marvels: Mt. Rushmore 13	Modern Marvels: The Statue Of Liberty 14	Frederick Douglass 15
Save Our History: The Underground Railroad, Part 1 18	Save Our History: The Underground Railroad, Part 2 19	Lincoln: The Untold Stories, Part 1 20	Lincoln: The Untold Stories, Part 2 21	Life Of George Washington/ Mt. Vernon: Home Of George Washington 22
Great Minds Of American History: Stephen E. Ambrose 25	Great Minds Of American History: Richard Wilbur 26	Great Minds Of American History: James McPherson 27	Great Minds Of American History: Gordon Wood 28	

may 2002

m	t	w	th	f
		The Most: Episode 7 1	The Most: Episode 8 2	The Most: Episode 9 3
Egypt: Beyond The Pyramids: Mansions Of The Saints 6	Egypt: Beyond The Pyramids: The Great Pharaoh And His Lost Children 7	Egypt: Beyond The Pyramids: The Daily Life Of Ancient Egyptians 8	Egypt: Beyond The Pyramids: Death And The Journey To Immortality 9	Modern Marvels: Pyramids: Majesty And Mystery 10
Fly Past: The Wings Of Man 13	Fly Past: Straight Up 14	Fly Past: A Wing And A Prayer 15	Fly Past: The Cutting Edge 16	Air Force One: A History 17
Coming Home: The Veteran Experience In The 20th Century, Part 1 20	Coming Home: The Veteran Experience In The 20th Century, Part 2 21	Moments Of Truth With Stephen Ambrose, Part 1 22	Moments Of Truth With Stephen Ambrose, Part 2 23	Save Our History: The National World War II Memorial 24
A History Of Britain: Beginnings 27	A History Of Britain: Conquest 28	A History Of Britain: Dynasty 29	A History Of Britain: Nations 30	Modern Marvels: Tower Bridge 31

june 2002

m	t	w	th	f
A History Of Britain: King Death 3	A History Of Britain: Burning Convictions 4	Knights: And Armor, Part 1 5	Knights: And Armor, Part 2 6	Lost Castles Of England 7
Empires Of Industry: Andrew Carnegie And The Age Of Steel 10	Empires Of Industry: The Legacy Of King Coal 11	Empires Of Industry: Victory At Sea: Mass Producing Liberty 12	Empires Of Industry: War Of The Copper Kings 13	Empires Of Industry: Wildcatters 14
Frontier: Legends Of The Old Northwest: Rogers' Rangers 17	Frontier: Legends Of The Old Northwest: Pontiac's Rebellion 18	Frontier: Legends Of The Old Northwest: The Long Knives 19	Frontier: Legends Of The Old Northwest: Tecumseh: The Dream Of Confederacy 20	Generation M: National History Day 21
Battle History Of The Navy: Born Into War 24	Battle History Of The Navy: Fire And Water 25	Battle History Of The Navy: Steel Walls Of Freedom 26	Battle History Of The Navy: Second To None 27	Save Our History: The White House 200th Anniversary 28

Monday through Friday
6 am ET & PT/5 am CT

Cable in the Classroom

HistoryChannel.com/classroom

Copyright Information

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calendar

jan-aug 2002

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activities

previewing activity

Ask your students if any of them ever visited the World Trade Center, or saw the buildings in the Manhattan skyline. If you teach in the New York City area, your students may have personal stories about friends or family members who worked there. Encourage them to share their stories in a classroom discussion. Students who saw the September 11 events on television but have no immediate connection also were profoundly affected, and should be encouraged to discuss their responses. Alternatively, assign a short journal entry in which students write about their feelings and experiences on September 11, 2001. When introducing the video, make sure your students understand that it is about the history of the World Trade Center, not about the attacks on the Twin Towers or terrorism. Explain that several of the World Trade Center employees whom they will see interviewed on camera lost their lives in the disaster.

viewing activity

Students should take brief notes while viewing the documentary. Encourage them to write down short pieces of data—or intriguing facts—they may want to remember for later discussion. This program is chock-full of detailed information. If you are using a VHS copy of this documentary, be prepared to stop and start the video to give students time to record pertinent data.

extended activities

1. In class, have the students review the notes they took while watching the video. Create a list of short facts or data from the documentary to share as a large group. Or small groups of students may create posters displaying information about the World Trade Center. Display the lists or posters in your classroom and discuss.
2. Students may wish to discuss what emotions they experienced while viewing the interviews with the workers from the World Trade Center, some of whom died on September 11, 2001. How did the people who worked there seem to feel about their responsibilities?
3. For many viewers, it is a very difficult moment in the documentary when Mr. Martini discusses the potential strength of the towers in face of a 707 airplane. Discuss what made the terrorists' use of airplanes on September 11 different from the situation described by Mr. Martini.
4. Many different skyscrapers are mentioned in the documentary. In small groups, have your students learn about these skyscrapers. Each group should choose one building, and the groups should present their findings on posters. Alternatively, small groups or individuals may design an original skyscraper and explain to the class what makes it unique as well as functional.

resources

websites&books

web sites

http://news.bbc.co.uk/hi/english/world/americas/newsid_1540000/1540044.stm
An article from BBCNews on how the World Trade Center fell

http://www.newyork.com/visit/attractions/world_trade_center.html
A virtual tour of the World Trade Center

http://www.newyorker.com/FROM_THE_ARCHIVE/ARCHIVES/?010924fr_archive02
A New Yorker magazine article about the construction of the Twin Towers written in 1972

http://network.historychannel.com
HistoryChannel.com Network, a collection of the Web's best history sites

books

Darton, Eric. *Divided We Stand: A Biography of New York City's World Trade Center.* New York: Basic Books, 2001.

Gillespie, Angus Kress. *Twin Towers: The Life of New York City's World Trade Center.* Piscataway, N.J.: Rutgers University Press, 1999.

american classics

airdates: premiering january 14-17 & august 26-29

American Classics highlights the people, places, and things that embody the American experience. This series thematically chronicles the evolution of American icons from the familiar to the sublime, and explores how these symbols reflect changes in American culture and history. While there may be opposing views on what constitutes an American classic, all of the icons featured in this documentary share a common thread: each defines a spirit that is uniquely American, and each has left a lasting imprint on the fabric of American life. *American Classics: Defining a Nation* explores the genesis of some of America's earliest icons, including George Washington, Uncle Sam, the cowboy, Main Street, Woolworth's, Quaker Oats, Coca-Cola, Rosie the Riveter, and the Betty Grable World War II pinup.

national **standards**

This teacher's guide fulfills the following National Standards for History for grades 5-12 as developed by the National Center for History in the Schools: Historical Thinking Standards 1, 2, 3, and 4 for United States History (Era 3, Standard 2; Era 4, Standard 2; Era 6, Standards 1 and 2; Era 8, Standard 3; Era 9, Standard 1; Era 10, Standard 2).

curriculum links

American Classics: Defining a Nation is suitable for middle and high school students in American history, media literacy, and economics classes.

warning to teachers

Certain segments of this documentary contain images and commentary that may be inappropriate for young viewers. Please preview the entire documentary before showing it to your students.

discussionquestions

1. Why was George Washington a legend before and after his death? How has his image been reproduced over time? Why might Washington be called "the Elvis of his day?"
2. The legend of Uncle Sam began during the War of 1812, when the businessman Sam Wilson won a contract to supply meat to feed the troops. How did the legendary image of Uncle Sam develop?
3. Describe the life of the cowboy of the real West. What was happening in America by the 1890s that helped make the cowboy an appealing image to many Americans? How did showmen, writers, artists, and later Hollywood, reinvent the cowboy?
4. In the 1880s, three-quarters of the population lived in small towns. Why did Main Street become an American icon? What does Main Street represent to many Americans?
5. One historian interviewed in the documentary argues that "immigrants stocked up on the American dream " at Woolworth's. What does this mean? What did Woolworth's represent to many new Americans?

ⓘ For additional questions visit us online at HistoryChannel.com/classroom

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HistoryChannel.com/classroom

activities

previewing activity

Review the words *icon, symbol,* and *classic* with your students. Ask them to brainstorm the people, places, and things that come to mind when they think of American classics. Identify and discuss the characteristics that their icons share.

viewing activity

Have your students create an American classics chart to help them keep track of the facts and ideas expressed in the documentary. As they watch the documentary, students will record the name of the featured American icon; a description of the icon; important dates, decades, or events associated with the icon; and what ideas and emotions the icon has come to symbolize to the American public.

extended activities

Immigration and industrialization have influenced the development of many of the American icons featured in this documentary. Divide your class into two groups. Have each group create an illustrated timeline of one of these major trends in American history. Have each member of each group chose an icon that was influenced by the major trend to include on the timeline. Display the timelines and discuss student findings.

ⓘ For additional activities visit us online at HistoryChannel.com/classroom

vocabulary

brand ▯ (n.) a name or symbol that identifies a product

classic ▯ (n.) something that is long regarded as a model and serves as an outstanding example of its kind; something that is well-known and typical

icon ▯ (n.) an image or representation; a symbol

image ▯ (n.) a representation of a person or thing; the concept of a person or thing that is held by the public, especially as a result of advertising or publicity

marketing ▯ (n.) the business activity involved in getting products from a manufacturer to a consumer, including selling, advertising, and packaging

myth ▯ (n.) a fictitious or imaginary story, person, or thing; a false belief

nostalgia ▯ (n.) a bittersweet longing for the past

phenomenon ▯ (n.) an unusual fact or event; a remarkable or outstanding person

popular culture ▯ (n.) the arts, beliefs, customs, institutions, and other products of human work and thought that reflect the tastes and intelligence of ordinary people

resources

websites&books

web sites

www.historychannel.com/americanclassics
The History Channel's *American Classics* Web site

http://memory.loc.gov/ammem/award98/ncdhtml/eaahome.html
Advertising in America from the Library of Congress's American Memory Collection

www.virginia.edu/gwpapers
The papers of George Washington from the University of Virginia

home.nycap.rr.com/content/unclesam.html
Pictures and historical information about Uncle Sam

www.quakeroats.com
Quaker Oats home page

www.bombshells.com/grable
A Betty Grable site, with a biography and image galleries

http://memory.loc.gov/ammem/ccmphtml/colahome.html
"50 Years of Coca-Cola Television Advertisements" from the Library of Congress's American Memory Collection

books

Francaviglia, Richard. *Main Street Revisited: Time, Space, and Image Building in Small-Town America.* Iowa City: University of Iowa Press, 1996.

Plunkett-Powell, Karen. *Remembering Woolworth's: A Nostalgic History of the World's Most Famous Five-and-Dime.* New York: St. Martin's Press, 2001.

save our history™: live from jamestown

airdate: august 9

The History Channel has joined with the State of Virginia and the Virginia Cable Telecommunications Association (VCTA) in a national educational event entitled *Save Our History: Live from Jamestown*. Created for fourth graders, and linked to national and Virginia Standards of Learning, *Live from Jamestown* introduces schoolchildren to the excitement of archaeology and the history of the early settlement of Virginia.

As part of this project, The History Channel produced an original short film that highlights the history of Jamestown as well as archaeological discoveries made at Jamestown by the Association for the Preservation of Virginia Antiquities (APVA). The production also includes interviews with the First Lady of Virginia, Roxane Gilmore, who participated in the archaeological dig and journeyed to Ipswich, England, in the spring of 2001, visiting the original home of the Virginia Company in the early seventeenth century. Shirley Little Dove Custalow McGowan, daughter of Chief Custalow of the Mattiponi tribe, also participates in the film.

This project presents an intriguing juxtaposition of the most advanced technology with some of the earliest history of European settlement in what is now the United States. Schoolchildren will learn that archaeology and history can be exciting detective stories.

national **standards**

The *Save Our History: Live from Jamestown* teacher's guide fulfills the following National Standards for History as developed by the National Center for History in the Schools: Historical Thinking Standards 1, 2, 3, 4, and 5 for United States History (Grades K-4, Topic 1, Standard 2, and Topic 2, Standard 1; and Grades 5–12, Era 1, Standard 2, and Era 2, Standard 1 and 3).

activities

previewing activities

1. Review the Vocabulary words with your students so that they understand key concepts about the history and archaeology of Jamestown. Have students choose five vocabulary words and write a sentence using each. (A full Vocabulary list can be found online at www.historychannel.com/jamestown. Click on the Teacher's Preview Guide link.)
2. Have your students read "The Early Years of the Jamestown Settlement." (This handout can be found online at www.historychannel.com/jamestown. Click on the Student Activities Sheets link.) As they read, have them underline the most important information. When they are finished reading and underlining, review the words they underlined, as a class or in small groups. As a class, create a chart or diagram that addresses the following questions: Who came to Jamestown? What is Jamestown? Where is Jamestown? When did the first settlers come to Jamestown? Why did they come to Jamestown?
3. As a class, identify Virginia, the Atlantic Ocean, Chesapeake Bay, the James River, and Jamestown on a map. You might also show students England in relation to Virginia on a world map. Individually or in small groups, students can draw, label, and decorate their own maps of Virginia or the voyage to Virginia in 1607.

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viewing activities

As your students watch *Save Our History: Live from Jamestown*, have them fill out the chart on the While You Watch Worksheet. (This worksheet can be found online at www.historychannel.com/jamestown. Click on Student Activities Sheets.) This chart asks students to list what they see at the four historic sites featured in the video. For example, for the Jamestown Rediscovery Archaeological Site, students could write "bricks" and "dirt." After the video, you may want to review students' notes in this chart and talk about artifacts. Make sure that students understand the difference between the artifacts found at the archaeological site and the reproductions used at the Jamestown Settlement.

postviewing activities

Your students can use the chart they filled out while watching the video to help them answer the questions on the "What Did You Learn?" Worksheet. (This worksheet can be found online at www.historychannel.com/jamestown. Click on Student Activities Sheets.) After they have discussed the questions in small groups or as a class, each student can write out the answers in full sentences for homework. It may be helpful to review the Vocabulary with your students before they begin to answer the questions.

extended activities

Go online to www.historychannel.com/jamestown for the Extended Activities. Click on Teacher's Preview Guide.

vocabulary

Go online to www.historychannel.com/jamestown for a complete Vocabulary list. Click on Teacher's Preview Guide.

archaeology ▯ (n.) the scientific study of past human activities through the search for, discovery, and study of their remains

artifact ▯ (n.) an object made or used by humans

evidence ▯ (n.) information or items useful in making a judgement or proving a conclusion

indigenous ▯ (adj.) originally inhabiting or growing in an area or environment

settlement ▯ (n.) 1: a group of people who have left one location to make their home elsewhere; 2: the village where those people live

settler ▯ (n.) someone who has chosen to make a home in a new place, often uninhabited by his or her own people

symbol ▯ (n.) a figure or object that represents something else

resources

websites&books

web sites

For a list of Related Web Sites, log on to www.historychannel.com/jamestown.

books

Fishwick, Marshall, with the editors of American Heritage. *Jamestown: The First English Colony.* New York: American Heritage, 1965.

Hakim, Joy. *Making the Thirteen Colonies, 1600-1740.* (Book 2, *A History of Us*). New York: Oxford University Press, 1999.

Hermes, Patricia. *Our Strange New Land: Elizabeth's Diary, Jamestown, Virginia, 1609.* My America series. New York: Scholastic, 2000.

McIntosh, Jane. *Archeology.* Eyewitness Books. New York: Dorling Kindersley, 2000.

Sakuri, Gail. The *Jamestown Colony.* Cornerstones of Freedom series. New York: Children's Press, 1997.

History**classroom** presents

saveour**history**™: USS arizona

airdate: **january 10**

Save Our History is The History Channel's Emmy award-winning national campaign dedicated to historic preservation and history education. Four times a year, The History Channel shows an original documentary highlighting an issue in historic preservation, accompanied by online educational materials. To learn more about the *Save Our History* campaign, visit www.historychannel.com/classroom.

December 7, 2001, marks the sixtieth anniversary of the "date which will live in infamy." While President Franklin D. Roosevelt's words have long identified the Japanese attack on Pearl Harbor, the defining symbol of the attack continues to be the destruction of the *USS Arizona*. The sinking of the *Arizona* caused the greatest single loss of life in United States naval history. The fact that the sunken ship is still clearly visible just below the water's surface has only added to the power and mystery of the site. But time has begun to take its toll on the vessel, and deterioration has become a major cause for concern. In *Save Our History: USS Arizona*, interviews with survivors, historians, and those involved with current and future preservation efforts at the memorial are used to explore the history of the famous ship, its harbor, and the difficult task of preserving them both.

national **standards**

This teacher's guide fulfills the following National Standards for History for grades 5-12: Historical Thinking 1, 2, 3, 4, 5 for United States History (Era 8, Standard 3).

curriculum links

Save Our History: USS Arizona is suitable for middle and high school students in American history, world history, social studies, and environmental science classes.

discussionquestions

1. Why was Pearl Harbor so strategically important? Why did President Roosevelt move the *Arizona* and its fleet there in the first place?
2. How was the *Arizona* unique, both physically and historically, even before December 7, 1941?
3. On December 8, 1941, President Roosevelt addressed Congress and a declaration of war was approved almost unanimously. This has not happened again since 1941. What about Pearl Harbor caused the country to unite so strongly behind a war effort after being largely isolationist?
4. What has made the original investigation of the wreckage of the *Arizona* so difficult and dangerous? How has modern science made this process more effective?
5. What environmental concerns are there surrounding the *Arizona*, given the current state of the ship?

① For additional questions visit us online at HistoryChannel.com/ussarizona

the HISTORY CHANNEL **for educators**
HistoryChannel.com/classroom

activities

previewing activities

1. Review the Vocabulary with your students so that they can follow the key aspects of the documentary. It may also be useful to have the students write sentences using the vocabulary to be sure the words are understood correctly.
2. In order for your students to properly understand the documentary, it is important that they have a basic understanding of the world in 1941. Be sure that they can identify the United States, Hawaii, and Japan on a map, as well as Germany, Italy, Great Britain, and France. They should also understand U.S. roles in the Pacific and have some sense of why Japan would want to attack the United States. Explain American isolationism, as well as the Tripartite Pact and the relationship it created between Japan, Germany, and Italy. Have your students visit the "Road to Pearl Harbor" Video Timeline at www.historychannel.com/ussarizona to find information on many of these topics.

extended activities

Please refer to Student Activities at www.historychannel.com/ussarizona where you will find a primary source activity on propaganda, as well as activities on the environment and memorials.

vocabulary

armistice ▯ (n.) a mutually agreed-upon truce between warring parties

corrode ▯ (v.) to wear away, often through chemical means

deterioration ▯ (n.) the process of worsening in quality or value

exalted ▯ (adj.) having a high level of status and respect

infamy ▯ (n.) a reputation for wrongdoing and evil

metallurgy ▯ (n.) the science and technology of turning raw materials into useful metal objects

munitions ▯ (n.) weapons or armaments

organic ▯ (n.) of or relating to living things

petroleum ▯ (n.) a flammable liquid that is used to make fuel

prestigious ▯ (adj.) having honor or status; respected by others

ⓘ For additional vocabulary words visit us online at HistoryChannel.com/ussarizona

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HistoryChannel.com/classroom

resources

websites&books

web sites

www.historychannel.com/ussarizona
The History Channel's *Save Our History: USS Arizona* Web site

www.nps.gov.usar
The National Park Service USS *Arizona* Web site

www.arizonamemorial.org
Arizona Memorial Museum Association Web site

www.library.arizona.edu/images/USS_Arizona/USS_Arizona.html
The University of Arizona Library's online exhibit of the USS *Arizona*

www.ibiblio.org/hyperwar/USN/fac/PH/index.html A collection of U.S. Navy documents relating to Pearl Harbor

http://network.historychannel.com
HistoryChannel.com Network, a collection of the Web's best history sites

books

Jasper, Joy Waldron; James P. Delgado; and Jim Adams. *The USS Arizona: The Ship, the Men, the Pearl Harbor Attack, and the Symbol That Aroused America.* New York: St. Martin's Press, 2001.

Prange, Gordon William; Donald M. Goldstein; and Katherine V. Dillon. *At Dawn We Slept: The Untold Story of Pearl Harbor.* New York: Viking Penguin, 2001.

win $500 for your creative ideas

Send us your ideas!

How are you using A&E and The History Channel in your classroom?

Generally, teachers who successfully use *A&E Classroom* and *History Channel Classroom* integrate the programming into special units that combine the videos with research, writing, or even creative arts projects such as drama or poster design. We would love to hear how you are using our programming to enhance your courses. Please take the time to fill out this brief form. We will feature a selection of the ideas we receive from our teachers in the next issue of *The Idea Book for Educators*. Teachers whose concepts are featured will receive $500

Please mail or fax us your ideas

mail
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name: _____

grade(s) you teach: _____

school: _____

home address: _____

_____

city: _____ state: _____ zip: _____

home phone: _____ school phone: _____

fax: _____

email: _____

cable provider: _____

name of project or unit (if appropriate): _____

_____

_____

_____

brief description of project: _____

_____

_____

_____

please list the program(s) you have used and describe how you used them in your class: _____

_____

_____

_____

additional materials: _____

_____

_____

_____

thanks!

official rules

1. ELIGIBILITY: Contest open to kindergarten through 12th grade teachers who are residents of and teaching within the United States (excluding Puerto Rico) between January 1, 2002, and May 31, 2002. Teachers must be 18 years of age or older as of January 1, 2002. Contest begins January 1, 2002, and ends May 31, 2002. Contest is subject to all federal, state and local laws. Employees of A&E Television Networks ("Sponsor"), its parent companies, affiliates, subsidiaries and agencies are not eligible. Judges and their family members are not eligible.

2. HOW TO ENTER: Teachers may enter the contest by writing and submitting an original description of a creative way they are incorporating A&E and The History Channel programs and resources into their curriculum. The description itself may not exceed 500 words and should be accompanied by (a) the name of the project of unit (if appropriate), (b) a list of the program(s) used and description of how they were used in class, and (c) any additional materials used in support of the project or unit. Each entry must be legible and include the teacher's name, grade(s) taught, school, complete home address and zip code, home telephone number, school telephone number, and local cable system (if known). Teachers may submit entries by one of three methods (1) online by completing the entry form at the Ideas From Our Teachers Contest entry page at www.HistoryChannel.com/classroom or www.AandE.com/class and clicking on the submit button between 12:00:01 a.m. ET on January 1, 2002 and 11:59:59 p.m. ET on May 31, 2002, or (2) by preparing a written or typed submission containing the appropriate information, or completing the entry form found in The Idea Book for Educators, and either faxing it to Sponsor at (212) 551-1540, or (3) by mailing written or typed or completed entry form to: Ideas From Our Teachers Contest, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017. All fax entries must by submitted by 11:59:59 p.m. ET on May 31, 2002, and all mail in entries must be postmarked by May 31, 2002, and received by June 7, 2002. Teachers may enter as often as they wish, but each entry must be different and submitted separately by fax or online submission, or mailed in a separate postage-paid envelope.

3. PRIZES: Eight (8) winning submissions will be selected by a panel of educators and/or historians selected by Sponsor on or about June 15, 2002, and a prize of $500 will be awarded for each winning entry. Winners will be notified by telephone. Entries will be judged based on the following criteria: *Originality (1/3); *How well A&E® and/or The History Channel® program(s) and resources are incorporated into the lesson (1/3); *How well the lesson relates to the subject or topics being taught (1/3). Judges' decisions are final on all matters relating to this contest. Prizes will be awarded by June 30, 2002. Prizes are not transferable; no substitutions are allowed except by Sponsor who reserves the right to award a prize of equal or greater value. All winners will be required to verify address and execute and return an affidavit of eligibility, authenticity, liability/publicity release and assignment of rights within 10 days of notification attempt or the prize will be forfeited and an alternate winner selected. Taxes, if any, related to the prize are the responsibility of the individual winners. No responsibility or liability is assumed for damages, losses or injury resulting from acceptance or use of any prize.

4. CONDITIONS: All entries must be the sole, original work of the entrant. Judges may disqualify previously published submissions or those that have won previous awards or competitions. Winning entries will be featured in an upcoming issue of The Idea Book For Educators and online. All entries become the property of Sponsor and will not be acknowledged or returned. Entrants acknowledge and agree that Sponsor has the right to edit, adapt, modify, reproduce, publish, transmit, promote and otherwise use entries in any manner and media. Acceptance of prize constitutes permission to use the winners' names and likenesses without further compensation, except where prohibited by law. Entrants are responsible for all on-line charges incurred by their Internet Service Providers, and for any facsimile or telephone charges incurred in connection with facsimile submissions. Sponsor is not responsible for malfunctions of electronic equipment, computer hardware or software, facsimile machines or lost, late, incomplete, illegible, postage-due, or misdirected entries. Sponsor and its agents are not responsible for problems downloading entries from the web site or for any other technical problems related to web site entries. No information regarding entries or judging will be disclosed.

5. GENERAL: Contest is governed by the laws of the state of New York, and all claims must be resolved in the courts of New York County, New York. By entering, entrants: (a) agree to be bound by these Official Rules; and (b) release Sponsor and its agents from any and all liability, loss or damage arising out of their participation in this contest and with respect to the award, receipt, possession, use and/or misuse of any prize. By entering online entrants give their express permission to be contacted by Sponsor by email.

6. WINNERS' LIST: For a list of winners available after June 30, 2002, send a self-addressed, stamped envelope by July 15, 2002 to: Ideas From Our Teachers Contest, Community Marketing, A&E Television Networks, 235 E. 45th Street, NY, NY 10017. To request a copy of these rules, send a self-addressed, stamped envelope to the above address marked "RULES."

7. SPONSOR: A&E Television Networks, 235 E. 45th, NY, NY 10017.

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National History Day

During the 2001-2002 school year, National History Day students conducted research on topics related to the theme, **Revolution, Reaction, Reform in History**. The theme is open to many interpretations to encourage investigation of topics ranging from local to world history. To understand the historical importance of their topic, students must ask questions, determine cause and effect, change over time, and compare and contrast. What precipitated the events, developments, or ideas? How did the Emancipation Proclamation during the Civil War affect the type of people who made new opportunities for women in the twentieth century? How did America's defeat of the spread of communism in Southeast Asia after the Vietnam War affect the type of leaders selected, students must not only present a clear argument but also draw conclusions about how their topic affected individuals, communities, nations, and the world. The theme of a student's topic should be carefully researched and developed in ways that best use students' talents and abilities. Only then may they create the annotated bibliography, exhibit, paper, and performance for entry into National History Day competitions.

The History Channel Awards

The History Channel, the exclusive cable sponsor of the National History Day program, provides over $30,000 in scholarships, cash and prizes to award-winning participants. National History Day is open to all students in the United States and we encourage you to get involved.

High School Students will each receive a $5,000 scholarship
The Awards Categories are:

- ★ Best Senior Media Project
- ★ Best Senior Project Tied to a Historic Site
- ★ Best Senior International Project

Educators will each receive $3,000 and a video library for their school
The Awards Categories are:

- ★ Teacher of the Grand Prize Winner for National History Day
- ★ Teacher of the Best Senior Media Project
- ★ Teacher of the Best Senior Tied to a Historic Site
- ★ Teacher of the Best Senior International Project
- ★ Outstanding Contribution in History Education

THE HISTORY CHANNEL CLASSROOM

For more information please contact:
National History Day
0118 Cecil Hall
University of Maryland
College Park, MD 20742
301-314-9739

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FROM THE DESK OF RICHARD DREYFUSS

January 1, 2002

Greetings:

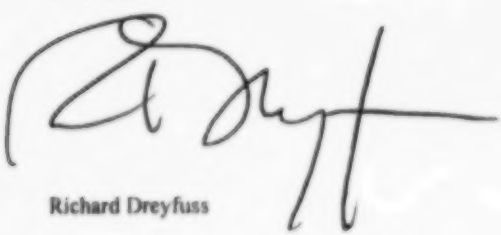
I am delighted to have the opportunity to write to you individually about the great – and important work you are doing – and how I might help.

This year I have been making no secret of my love of American History. Together with director, Rachel Lyon, co-producer, Akram Elias, and The History Channel, I suggest you screen ***Mr. Dreyfuss Goes to Washington***, an exploration of the mystery and history of the creation of our nation's Capital and how our greatest monuments and memorials reflect our democracy.

Personally, I know you will use every effort, especially since the September 11th, 2001 tragedy, to help America's next generation learn about our remarkable Republic, as well as to understand and protect our freedoms. Our kids need to understand how important it is to participate in democracy, and we hope this program, online site, and teacher's guide become useful tools to help you in that daunting task.

The History Channel is a great resource for many teaching tools, and I hope *Mr. Dreyfuss Goes to Washington* will help you do the most important job in our country – teaching our children.

Sincerely,



Richard Dreyfuss

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